The Australian Steiner Curriculum: Media Arts was developed to meet the recognition and equivalence given to alternate internationally recognised curricula by the Australian Curriculum Assessment and Reporting Authority (ACARA), and follows their format and staging.

While this process is currently not available for the Arts, Steiner Education Australia has made this curriculum available for Steiner Schools to use to meet state requirements based on the Australian Curriculum.
Revisions included in this document:
Introduction to the Media Arts Curriculum

*The Australian Steiner Curriculum: Media Arts* was developed to meet the recognition and equivalence given to alternate internationally recognised curricula by ACARA. While this process is currently not available for the Arts, Steiner Education Australia has made this curriculum available for Steiner Schools to use to meet state requirements based on the Australian Curriculum.

This Curriculum has been developed with consideration regarding: current education research, current Steiner teaching practice, possible future Steiner teaching practice and the ACARA Media Arts Strand.

- The **Stage introductions** give a clear picture of the why and the how of that stage of the curriculum and should always be read before the Content Tables.
- The **Content Tables** list general **Content Descriptions**, in the left hand column, which can be met in varied ways by teachers with diverse levels of musical skill/training. These are mandatory when seeking equivalence with the Australian Curriculum. They can be covered in conjunction with other curriculum areas such as Festivals and Main Lesson Geography and History. Content Descriptors and Elaborations are numbered for ease of identification and comparison.
- The **Content Elaborations**, in the right hand column, are suggestions and are not prescriptive. Content Elaborations are meant as indications only, hopefully other ideas will be forthcoming from you, the teachers.
- The **Knowledge and Skills Table** sets out more clearly in a summary what is covered at each stage.
- The **Annotated Bibliography** gives a general introduction to the deeper aspects of the Steiner approach. It has references to follow-up. Annotated Bibliographies are available to Steiner Education Australia member schools on the Membership area of the SEA web-site.
- Media Arts is not a specific curriculum area in Steiner Education although it is certainly touched upon. Part of the task has been to tease out where Steiner Education can be identified as scaffolding towards media arts, especially in primary, and to identify current and future high school skills and content that can contribute directly to media arts.
Rationale

Emerging technologies present opportunities and challenges for Steiner education. They also present a moving target: today's new digital media will be old digital media in the not-too-distant future, replaced by ever-smaller, ubiquitous technology, sometimes embedded in clothing or other apparel. This ephemeral and somewhat "lawless" feature of New Media Arts technology is best addressed by clear principles and general strategies for age-appropriate teaching.

Media Arts involves telling stories through communications technologies, such as print, artwork, music, drama, oration, television, film, video, newspapers, radio, graffiti and video games.

As with any art form, Media Arts has the capacity to engage and inspire students. Media Arts enables students to use age-appropriate, existing and emerging technologies, to explore imagery, text and sound.

Older students have the capacity to develop critical awareness of ways that the media are used and negotiated, to inform and manipulate society and culture.

By the time students complete year 10 they will be expected to be able to create a wide range of media projects. They will have the specialised knowledge, technological skills and vocabulary to make, discuss and analyse a wide range of media including television, social media, newspapers, radio and film. They will have developed critical thinking skills with regard to the socio-cultural, political, historical and global media culture.

By contrast, young children at the beginning of their formal schooling journey will scaffold towards the New Media Arts knowledge and skills through an unmediated, unplugged pedagogy. They will develop rich human visual, oral and written communication skills through creative and imaginative application of natural and simple teaching and learning technologies.

This evolutionary approach to the Media Arts education, from no digital media to the New Media Arts, is crucial to Steiner pedagogy. It gives students the best opportunity to develop age-appropriate media skills across their schooling, whether it be by exploring colour-space in class 1 through watercolour painting or exploring film by creating a digital animation in Year 10.

Rich human engagement is essential in primary school, not skills for the particular technological devices (many of which will be obsolete or obsolescent by the time they graduate from high school)

"Delivery systems are simply and only technologies; media are also cultural systems. Delivery technologies come and go all the time, but media persists as layers within an ever more complicated information and entertainment stratum." (Jenkins, 2006, p 14)

Throughout primary school New Media will be scaffolded through the creative application of hand crafted story writing, drawing and painting, singing and playing acoustic music, drama, dance and Eurythmy studies and performance. All of these activities have pre-production, production and distribution (audience) phases. The activities are also combined in a range of performance and display events for various audiences.
Aims

The following knowledge, understanding and skills are developed in students, individually and collaboratively:

- A love of learning through a wide range of age appropriate communications media
- Freedom to explore and express aesthetics creatively through age appropriate communications media
- Involvement in local and global age appropriate communications media – students as media makers and distributors
- Evolving critical thinking in relationship to The Media in high school – students become reflective media consumers.

Learning

Learning involves New Media as a cultural system. This is true regardless of the technology. The curriculum encompasses practice of media, the evolution of media technologies from cuneiform and hieroglyphics, the human voice and acoustic music, from drawn and painted pictures through to digital communications technologies. Students will make and respond to media communications in an age appropriate way.

Knowledge

Students discover and explore Media Arts through story principles, creating media stories and responding to media stories in its various forms by working with language to tell stories and by using age appropriate technologies to work with those stories. Students explore media institutions, media ownership and power including public ownership such as the Creative Commons. Students learn about audiences and shared sociocultural values that help us share representations of our world.

Students explore the technical aspects of media especially staging (sound, vision and light) in relationship to composition. They develop skills working with the story principles of genre, setting, characters etc.

Students learn to consider different viewpoints and how different interpretations are informed by considering societies, cultures and histories. Students will also learn to work with different forms of media including film, news report, documentary, advertisement, music video and animation. These can be distributed via media contexts such as print, cinema, television or internet.

Skills

Students create media artworks by planning media which includes; writing, storyboarding, artwork and research. By making media which includes hand crafting media, capturing, recording, directing and by distributing media which includes laying out, mixing, editing, assembling, and distributing, students learn to collaborate in creative teams.

Students learn and use the established and emerging techniques and practices (media conventions) for creating within different media forms. As students’ learning progresses, they learn about safe practice in Media Arts and develop digital citizenship through processes that respect rights, responsibilities and protocols in the creating of their media artworks.
Materials

- Traditional communication and learning technologies: pen & paper, acoustic musical instruments and visual arts materials.
- ICT learning technologies: a wide range of hardware and software including digital video cameras.
- Excursions, for example:
  - To other schools to see live performances and open days
  - To visual and performing artists studios, workshops and theatres
  - To film studios, technology centres, science displays
- Access to the Internet; for communicating and sharing, information searching, and for using web based software.
Kindergarten

The interiorization of the technology of the phonetic alphabet translates man from the magical world of the ear to the neutral visual world

- Marshall McLuhan, The Gutenberg Galaxy (p. 18)

Working with media in the younger years is largely about exploring McLuhan’s “magical world of the ear”. It is about imagination and the creative thinking process fundamental to storytelling and retelling, to conversations and negotiations, often on-the-fly, and to being simply there, with others, unmediated. It is “slow” education at its finest.

The exploration of media in kindergarten richly engages human speech and hearing. It is a time for teaching and learning through storytelling and story play. Written and visual media are also scaffolded during this period and are best observed in the children’s visual art and craftwork. This work overflows with the children’s careful attention to design and their creative visual expression. Children’s artwork is both reflective and shared (media), used to share their stories both in the classroom and at home.

It is internationally accepted practice that Steiner schools, while preparing a thorough grounding in the primary years, introduce the formal integration of complex media technologies in high school. It is the task of Steiner primary schools to lay the foundation for lifelong learning - through a uniquely human and richly choreographed education. As students journey into High School, they quickly learn to apply ICT to Media Arts, effectively, creatively and ethically.

Kindergarten is a multi-disciplinary, multiple-intelligence, engaging and dynamic experience. It provides a natural and human environment where children learn to observe, question and express themselves fully. From a Steiner viewpoint, young children need to communicate and learn deeply without the mediation of complex technology. This ‘unplugged’ experience is seen as crucial for children to develop an uncluttered self-image as well as the most valuable form of self-efficacy – one they completely own. On the basis of their rich communications skills and their emerging ability to produce a wide range of original creative artwork (media), the students are well placed to master the digitally enhanced form of media technology later on.

Kindergarten

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
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</thead>
</table>
| K.1 Explore the world through story | K.1.1 Through story and movement, exploring sounds in nature, for example the sound of wind, rain or running water, or the calls of birds
| | K.1.2 Re-telling stories by exploring the arts such as: free-play, story-play, watercolour painting, drawing or craftwork |
| K.2 Create and present artwork that communicate ideas and stories | K.2.1 Creating artworks in order to tell someone a story |
| K.3 Explore artworks of Aboriginal and Torres Strait Islander people | K.3.1 For example, children experience an Aboriginal and Torres Strait Islander ceremony as part of a school festival of event |
## Examples of knowledge and skills appropriate for students in Media Arts in Kindergarten

Kindergarten is a multi-disciplinary, multiple-intelligence, engaging and dynamic experience. It provides a natural and human environment where children learn to observe, question and express themselves fully.

On the basis of their rich communications skills and their emerging ability to produce a wide range of original creative artwork.

Kindergarten children:

**Become active listeners**
- listen and respond creatively to stories
- understand story characters
- understand about quietness and loudness

**Become confident speakers**
- are able to communicate ideas from their imagination or experience
- are learning to speak artistically

**Retell stories**
- work with memory to retell a story

**Engage in imaginative play (free and structured)**
- can explore familiar, local and imagined environments and situations through games and story-play

**Use technologies**
- can use simple props and costumes to create imaginative games and story landscapes.

**Participate as audience**
- can attend performances and events at school as audience and engage appropriately.

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*Puppet storytelling*

*Children create a setting from natural materials to tell their story*
Classes 1 and 2

In Classes 1 and 2 New Media scaffolding is achieved through children learning in an environment filled with imagination. The creative thinking processes fundamental to storytelling and retelling are still very important, as is the opportunity for free-play but there is a new emphasis on the presentation of stories and ideas through written text and images. These are best observed in the children’s main lesson bookwork. These books overflow with the children’s careful attention to design and their creative visual expression. Main Lesson books created by the children are reflective, and shared, storybooks (media), used to share their stories both in the classroom and at home.

Traditional media technologies used in classes 1 and 2, which includes colourful painting and drawing of text and images, involves many hours of original creative work including exploring design and layout of their own bookwork. Children also share with each other and the school community; colourful images, drama-play, movement including Eurythmy, creative speech, music including lots of singing, etc.

It is internationally accepted practice that Steiner schools, while preparing a thorough grounding in primary school, delay the formal integration of complex media technologies till high school. It is the task of Steiner primary schools to lay the foundation for lifelong learning through a uniquely human and richly choreographed education. As students enter into High School, they quickly learn to apply digital media to Media Arts; effectively, creatively and ethically.
Class 1

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
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</thead>
</table>
| 1.1 Explore the world through story | 1.1.1 Exploring sounds in nature, for example the sound of wind, rain or running water, or the calls of birds through story and movement  
1.1.2 Re-telling stories by exploring the arts such as; free-play, story-play, watercolour painting, drawing or craftwork |
| 1.2 Create and present artwork and texts that communicate ideas and stories | 1.2.1 Creating artworks and texts in order to tell someone a story  
1.2.2 Producing and presenting artwork for a particular purpose - for example, preparing artwork for display in a school open day |
| 1.3 Explore artworks, in particular those of Aboriginal and Torres Strait Islander Peoples | 1.3.1 Children experience an Aboriginal and Torres Strait Islander ceremony as part of a school festival or event.  
1.3.2 Children identify themselves in the school newsletter content which includes text and photos. |

Examples of knowledge and skills appropriate for students in Media Arts in Class 1

Class 1 is a multi-disciplinary, multiple-intelligence engaging and dynamic experience. It provides a natural and human environment where children learn to observe, question and express themselves artistically.

On the basis of their rich communications skills and their emerging ability to produce a wide range of original creative artwork, class one children:

**Become active listeners**
- listen and respond creatively to stories  
- understand story characters  
- understand about quietness and loudness

**Become confident speakers**
- are able to communicate ideas from their imagination or experience  
- are learning to speak artistically

**Retell stories**
- work with memory to retell a story

**Engage in imaginative play (free and structured)**
- can explore familiar, local and imagined environments and situations through games and story-play

**Use technologies**
- can use simple props and costumes to create imaginative games

**Participate as audience**
- can attend performances and events at school as audience and behave appropriately
### Class 2

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
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<tbody>
<tr>
<td>2.1 Explore the world through story</td>
<td>2.1.1 Through story and movement explore sounds in nature, for example the sound of wind, rain or running water, or the calls of birds&lt;br&gt;2.1.2 Re-telling stories by exploring the arts, such as free-play, story-play, watercolour painting, drawing or craftwork</td>
</tr>
<tr>
<td>2.2 Create and present artwork and texts that communicate ideas and stories</td>
<td>2.2.1 Creating artworks in order to tell someone a story&lt;br&gt;2.2.2 Producing and presenting artwork and texts for a particular purpose, for example, preparing signs for a class shop&lt;br&gt;2.2.3 Participating in class photographs and photography of other class activities throughout the year, for example being part of annual class photographs and deliver photographs to parents</td>
</tr>
<tr>
<td>2.3 Explore artworks, in particular those of Aboriginal and Torres Strait Islander Peoples</td>
<td>2.3.1 Children experience an Aboriginal and Torres Strait Islander ceremony as part of a school festival or event.&lt;br&gt;2.3.2 Children identify themselves in school newsletter content which includes text and photos.</td>
</tr>
</tbody>
</table>
### Examples of knowledge and skills appropriate for students in Media Arts in Class 2

Class 2 is a multi-disciplinary, multiple-intelligence, engaging and dynamic experience. It provides a natural and human environment where children learn to observe, question and express themselves fully.

On the basis of their rich communications skills and their emerging ability to produce a wide range of original creative artwork, Class 2 children:

- **Become active listeners**
  - listen and respond creatively to stories
  - understand story characters
  - understand about quietness and loudness

- **Become confident speakers**
  - are able to communicate ideas from their imagination or experience
  - are learning to speak artistically

- **Retell stories**
  - work with memory to retell a story

- **Engage in imaginative play (free and structured)**
  - can explore familiar, local and imagined environments and situations through games and story-play

- **Use technologies**
  - can use simple props and costumes to create imaginative games

- **Participate as audience**
  - can attend performances and events at school as audience and behave appropriately

### Achievement Standard Year 2

By the end of Year 2:

- Students communicate about media artworks they make and view.

- Students make and share media artworks using storytelling, song, music, speech and body gesture and appropriate technologies.
Classes 3 and 4

Students in classes 3 and 4 build on their previous media learning.

Children produce a range of Media Art such as flyers and notices to promote and advertise events within the school or their classes. These media can include photographs.

Events include class lunch stalls, visual arts displays, speech and drama performances, Eurythmy performances, dance and music performances as well as school festivals and open days.

In classes 3 and 4 New Media scaffolding continues through children learning in an environment filled with imagination. Media work is best observed in the children’s main lesson books. These books overflow with the children’s careful attention to design and their creative visual expression. Main Lesson books created by the children are designed for self-reflection, as well as shared storybooks (media), used to share their stories both in the classroom and at home.

Traditional media technologies continue to be used in classes 3 and 4. The use of these technologies results in a wide range of media including colourful paintings, drawings, colourfully designed as well as simple text and involves many hours of original creative work, including exploring design and layout of their own bookwork. Children also share with each other and the school community; colourful images, drama-play, movement including Eurythmy, creative speech, music including lots of singing, etc.

Children travel on excursions where they see a variety of live media including media representing Aboriginal and Torres Strait Islander Peoples, and those of the Asia region.

Students also learn about media from excursions, for example:

- To other schools to see live performances and open days
- To visual and performing artists studios, workshops and theatres
- To film studios, technology centres, science displays
## Class 3

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
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</thead>
<tbody>
<tr>
<td>3.1 Explore ideas, characters and settings through story</td>
<td>3.1.1 Through story, exploring sounds in nature, for example the sound of wind, rain or running water, or the calls of birds 3.1.2 Using watercolour painting, drawing or craft work to reflect/describe a story</td>
</tr>
<tr>
<td>3.2 Create and present artworks (media) that communicate ideas and stories to an audience</td>
<td>3.2.1 Main Lesson books are created throughout the school year. The bookwork is planned and discussed as to how the book will be used during a three or four week lesson, produced with bright coloured drawings and text in balance on each page with use of page headings, titles of drawings and decorative motifs. Finally, the completed work is shown to parents and fellow students (as audience) 3.2.2 Participating in class photographs and photography of other class activities throughout the year and delivering photographs and other parent news media to parents. 3.2.3 Drawing images and text to create books that retell familiar and traditional stories to share with the class. 3.2.4 Producing and presenting artwork (media) for a particular purpose - for example, preparing signs for a class shop or preparing artwork for display in a school open day. 3.2.5 Creating multi-media models and displays relating to lesson content – eg Building Main Lesson</td>
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<tr>
<td>3.3 Experience media from other cultures</td>
<td>3.3.1 Experience media from other cultures, for example, artworks (media) in Aboriginal and Torres Strait Islander stories</td>
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Examples of knowledge and skills appropriate for students in Media Arts in Class 3

In Class 3 New Media scaffolding continues through children learning in an environment filled with imagination. Media work is best observed in the children’s main lesson books. These books overflow with the children’s careful attention to design and their creative visual expression. Main Lesson books created by the children are designed for self-reflection as well as shared storybooks (media). They are used to share their stories both in the classroom and at home.

Traditional media technologies continue to be used in Class 3. The use of these technologies results in a wide range of media including; colourful paintings, drawings, colourfully designed text, and involves many hours of original creative work, including exploring design and layout of their own bookwork.

Class 3 children:

**Stories**
can tell and retell stories for an audience

**Intent**
convey ideas about themselves, others

**Character**
portray self and others in fictional and non-fictional roles

**Settings**
explore familiar, local and imagined environments and situations for characters

**Languages: elements of media arts (technical and symbolic)**

**Composition**
use story headings and picture titles
arrange and sequence pictures and text to reflect events in stories

**Time**
can describe the sequence and duration of ideas and events

**Space**
explore “place”

**Sound**
can work with loudness, softness
can work with music

**Audience**
can attend performances and events at school as audience and show appreciation

**Communities and Organisations**
for example, can identify the school newsletter, community market stall signs or school community noticeboard flyers.
### Class 4

<table>
<thead>
<tr>
<th>Content Description</th>
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</table>
| 4.1 Explore ideas, characters and settings through story | 4.1.1 Through story, exploring sounds in nature- bird song or e.g. animals from their Human and Animal Main Lesson topic or camp experiences in the local area  
4.1.2 Using watercolour painting, drawing or craft work to reflect/describe a story or scene  
4.1.3 Selecting own artwork (media) and arranging for display purposes |
| 4.2 Create and present artworks (media) that communicate ideas and stories to an audience | 4.2.1 Main Lesson books are created throughout the school year. The bookwork is; planned and discussed as to how the book will be used during a three or four week lesson, produced with bright coloured drawings and text in balance on each page, finally, the completed work is shown to parents and fellow students (as audience)  
4.2.2 Participating in class photographs and photography of other class activities throughout the year and delivering photographs and other parent news media to parents  
4.2.3 Drawing images and writing text to create books that retell familiar and traditional stories to share with the class  
4.2.4 Producing and presenting artwork (media) for a particular purpose, for example, preparing signs for a class shop or preparing artwork for display in a school open day, cards for a celebration such as a birthday, farewell or Mother’s/Father’s day  
4.2.5 Creating musical time intervals for their class play and colour/image scenery for the space of the play  
4.2.6 Creating multi-media models and displays relating to lesson content – eg Human Being and Animals Main Lesson |
| 4.3 Explore the meaning and purpose of artworks such as Aboriginal and Torres Strait Islander artworks (media) | 4.3.1 Exploring ideas about artworks from different social, cultural or historical contexts, for example, different ways traditional stories are retold, for example, the History of Writing Main Lesson content is about written communications through cultures and history. This is a rich hands-on experience of media, including clay tablet, ink, quill pen and paper making  
4.3.3 Examining media artworks in their community and comparing these to other media artworks commemorating different people, times and cultures, for example visiting a gallery, museum or live performance from another culture  
4.3.4 Discussing with others the meaning of their own media artworks (media), for example reviewing a play the class has just performed. |
Examples of knowledge and skills appropriate for students in Media Arts in Class 4

In Class 4 New Media scaffolding continues through children learning in an environment filled with imagination. Media work is best observed in the children's main lesson books. These books overflow with the children's careful attention to design and their creative visual expression. Main Lesson books created by the children are designed for self-reflection as well as shared storybooks (media). They are used to share their stories both in the classroom and at home.

Traditional media technologies continue to be used in Class 4. The use of these technologies results in a wide range of media including; colourful paintings, drawings, colourfully designed text, and involves many hours of original creative work, including exploring design and layout of their own bookwork.

Class 4 children:

Stories
can tell and retell stories for an audience

Intent
carrying ideas about themselves, others

Character
explore characteristics and can portray self and others in fictional and non-fictional roles, for example, being identified through physicality, voice, costumes and props

Settings
explore familiar, local and imagined environments and situations for characters

Languages: elements of media arts (technical and symbolic)

Composition
arrange and sequence pictures and text to reflect events in stories

Time
can describe the sequence and duration of ideas and events

Space
explore “place”

Sound
can work with loudness, softness, sound effects

can work with music

Audience
can attend performances and events at school as audience and show appreciation

communities and organisations
for example, can identify the school newsletter, community market stall signs or school community noticeboard flyers.

Year 4 Achievement Standard

By the end of Year 4:

- Students describe and discuss similarities and differences between media artworks they make and view.

- Students collaborate to use story, art, time and space to make and share media artworks that communicate ideas to an audience.
Classes 5 and 6

Students in Classes 5 and 6 build on their previous media learning.

Students produce a range of media art such as flyers and notices to promote and advertise events within their classes. These media can include photographs. The advertised events include their own visual arts and technics displays, models, speech and drama performances, Eurythmy performances, dance and music performances as well as school festivals and open days. They can identify the variety of audiences for which artworks (media) are made.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia/Pacific region. Students learn about media arts in and beyond their local community.

Students also learn about media arts from excursions, for example:
- to other schools to see live performances and open days
- to visual and performing artists studios, workshops and theatres
- to film studios, technology centres, science displays

Class 5

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<thead>
<tr>
<th>Content Description</th>
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<tbody>
<tr>
<td>5.1 Explore ideas, characters and settings through story</td>
<td>5.1.1 Using mixed media to reflect/describe a story, for example, combining live song, dance and drama to tell a story.</td>
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<td>5.1.2 Selecting own artwork (media) and arrange for display purposes, for example; prepare for display, drawings of local plants at school (following from the botany lesson).</td>
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<td></td>
<td>5.1.3 Creating models and displays relating to lesson content – eg Ancient Civilisations</td>
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<tr>
<td>Content Description</td>
<td>Content Elaborations</td>
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</table>
| 5.2 Explore points of view of people in their community, including themselves, using settings, ideas, stories and genre and how they are used differently in contexts and cultures including Aboriginal and Torres Strait Islander cultures | 5.2.1 Designing and drawing a character from history, considering the appropriate costume, mannerisms and dialogue  
5.2.2 Selecting combinations of media materials to represent the same person, location or idea in different ways, for example, using sculpture, drawing and text to describe the same person |
| 5.3 Collaborate to plan, create and present artworks (media) | 5.3.2 Planning and scripting a dramatic sketch or play, exploring another culture for performance at school, for example a play exploring aspects of Ancient Greece  
5.3.3 Seeking permission to take photos of class members, to document a school excursion, for publication on the school newsletter |
| 5.4 Explore Media Arts through historical cultures        | 5.4.1 Discussing artworks (media) through history, how societies shared cultural information through, for example, picture writing, painting, sculpture, song, music, architecture |
| 5.5 Explore the media's effects on wellbeing             | 5.5.1 Discussing issues around safety and sensitivity in relation to acceptable and unacceptable use and/or reference to personal and cultural images, information, sounds and texts when making and publishing media artworks on the Internet |
Examples of knowledge and skills appropriate for students in Media Arts in Class 5

Class 5 students produce a range of media art such as flyers and notices to promote and advertise events within their classes these media can include photographs. The advertised events include their own visual arts and technics displays, speech and drama performances, Eurythmy performances, dance and music performances as well as school festivals and open days.

Class 5 students:

**Representation and story principles**

**Structure**  
Can organise ideas to create a story

**Intent**  
Can communicate ideas and stories with a purpose

**Character**  
Can work with the characteristics of fictional and non-fictional roles portrayed through physicality, voice, costumes and props.

**Settings**  
Can work with real or imagined environments and situations for characters and ideas

**Points of view**  
Understand the perspective of a storyteller

**Composition**  
Can arrange a sequence of images and text to support the purpose of communicating ideas or stories

**Time**  
Can describe the sequence and duration of ideas and events

**Space**  
Understands distance and the depiction of *place*

**Sound**  
Can work with loudness, softness

Can understand ambient noise

Can use music for effect

**Lighting**  
Can use light, shade and colour for different effects

**Technologies**  
Can edit and produce images with selected media technologies - digital camera. For example can take photographs on a class trip for later sharing with others

**Audience**  
Can attend performances and events as audience and show appreciation
### Class 6

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
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| 6.1 Develop skills with media technologies | 6.1.1 Exploring the history optics of a simple camera as part of the Physics Main Lesson, including topics such as:  
- optics of the pinhole camera  
- camera obscura as early media in art and entertainment  
6.1.2 Designing and creating an animated sequence using paper and lesson content, for example;  
- using a paper stack to make a flipbook animation (teacher resource - search for Winsor McCay’s (paper) Animation Lesson written in 1919)  
- using a paper grid to create a paper animation, scanimation (teacher resource - search Rufus Butler Seder scanimation books, for instructions search scanimation in “WonderHowTo.com”)  
- making a zoetrope, a challenging extension (teacher resource - search wikihow.com/Make-a-Zoetrope)  
6.1.3 Adding voice and/or mechanical sound effects to an animation, for example,  
- add sound to a flipbook, scanimation or zoetrope animation  
6.1.4 Exploring the historical and current use of calligraphy in media text. |
<p>| 6.2 Plan, produce and present media artworks which shape space, time, movement and lighting within images, sounds and text | 6.2.1 Presenting media artworks, displays to the school community at open days; create music sequences, lighting and props and sets for class plays. |</p>
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<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3 Explore how elements of Media Arts and stories use settings, ideas, story</td>
<td>6.3.1 Comparing historical and contemporary media representations, for example:</td>
</tr>
<tr>
<td>principles and genre conventions in images, sounds and text to explore representations, characterisations and points of view of people in their community, including themselves</td>
<td>• dance as storytelling, stories told by The Bolshoi Ballet compared to, say, Bangarra Dance Theatre</td>
</tr>
<tr>
<td>6.4 Explore the media’s effects on wellbeing</td>
<td>6.4.1 Reviewing what is acceptable and unacceptable use of borrowed material in making and publishing media artworks, for example what is copyright, copyleft and creative commons</td>
</tr>
<tr>
<td></td>
<td>6.4.2 Reiterating issues around safety and sensitivity in relation to acceptable and unacceptable use and/or reference to personal and cultural images, information, sounds and texts when making and publishing media artworks on the Internet.</td>
</tr>
</tbody>
</table>

*Class 6 book-making, including writing and illustrating their own short stories and autobiographies*
Examples of knowledge and skills appropriate for students in Media Arts in Class 6

Class 6 students produce a range of media art such as flyers and notices to promote and advertise events within their classes. These media can include photographs. The advertised events include their own visual arts and technics displays, speech and drama performances, Eurythmy performances, dance and music performances as well as school festivals and open days.

Class 6 students:

**Representation and story principles**

**Structure**
can organise ideas to create a story

**Intent**
can communicate ideas and stories with a purpose

**Character**
can work with the characteristics of fictional and non-fictional roles portrayed through physicality, voice, costumes and props

**Settings**
can work with real or imagined environments and situations for characters and ideas

**Points of view**
can discuss the perspective of a storyteller

**Composition**
can arrange and sequence images and text to support the purpose of communicating ideas or stories from different points of view using framing, editing and layout

**Time**
can describe the sequence and duration of ideas and events

**Space**
understands distance and the depiction of *place*

**Sound**
can work with loudness, softness

understands ambient noise

can use music for effect

**Lighting**
can use light, shade and colour for different effects

**Technologies**
can edit and produce images with selected media technologies, digital camera. For example, can take photographs on a class trip for later sharing with others

**Audience**
can attend performances and events as audience and show appreciation

**Institutions: individuals, communities and organisations**
explore the purpose and processes for producing media artworks and considering individual ethical behaviour and the role of communities and organisations in regulating access to media artworks.
Year 6 Achievement Standard

By the end of Year 6:

- Students explore how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explore the purposes and audiences for media artworks made in different cultures, times and places.

- Students work collaboratively to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.
Years 7 and 8

Students in years 7 and 8 build on their previous media learning.

Students develop skills and maintain safety in the use of technologies and in their interaction with others, including the use of images and works of others. They maintain ethical practices and consider legal and ethical issues when using technology.

Students learn to use Media Arts to promote and advertise events within the school and/or produce a class magazine. Students plan and coordinate such media events as; visual art displays, speech and drama performances, Eurythmy performances, dance and music performances, as well as school festivals and open days.

Students make media and respond to Media Arts; independently, in small groups, as a class or with their teachers, as well as with the wider community. They explore media genre, conventions and they analyse media artworks. They refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they learn to use technologies.

They draw on Media Arts from a range of cultures, times and locations. They explore Media Arts and influences of Aboriginal and Torres Strait Islander Peoples, and from Asia. As they make and respond to media artworks, students explore social, cultural and historical influences of media arts.

Students also learn about media from excursions, for example:
- to other schools to see live performances and open days
- to visual and performing artists studios, workshops and theatres
- to film studios, technology centres, science displays

Photo / mixed media collage of school camp
## Year 7

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
</tr>
</thead>
</table>
| 7.1 Create ideas and stories that meet media conventions and genres | 7.1.1 Telling a story using digital media, for example, create a collage of photographs from a class excursion  
7.1.2 Debating a media issue, for example “the media’s intrusion on the individual’s right to privacy”  
7.1.3 Exploring the historical and current use of calligraphy in media text, including calligraphic digital fonts |
| 7.2 Produce and distribute media artworks for a range of school community contexts | 7.2.1 Discussing ethical and legal responsibilities when posting on social media sharing sites  
7.2.2 Exploring choices for distribution of media artworks for a particular audience, for example, is the class 7 play suitable for Kindergarten to see, if not, why not  
7.2.3 Organising and curating a school event, for example, prepare artworks and set up the class open day exhibition and act as guide on the day or producing a class magazine |
| 7.3 Analyse how technical and symbolic elements are used in media artworks | 7.3.1 Media stereotypes- looking at what features have been omitted or exaggerated in stereotypes, for example, explore stereotypes in the fashion media  
7.3.2 Exploring character types in fictional comedies; what features of the character help communicate humour?  
7.3.4 Analysing a still image on the basis of photographic composition, image effects |
| 7.4 Review issues of wellbeing and media | 7.4.1 Reviewing what is acceptable and unacceptable use of borrowed material in making and publishing media artworks  
7.4.2 Reiterating issues around safety and sensitivity in relation to acceptable and unacceptable use and/or reference to personal and cultural images, information, sounds and texts when making and publishing media artworks on the Internet |
### Examples of knowledge and skills appropriate for students in Media Arts in Year 7

Year 7 students make media and respond to Media Arts: independently, in small groups, as a class or with their teachers, as well as with the wider community. They explore media genre, conventions and they analyse media artworks. They refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they learn to use technologies.

**Year 7 students:**

**Representation and story principles**

**Structure**
can develop ideas and story structures through media to shape the experience for a particular audience

**Character**
explore the characteristics and motivations of fictional and non-fictional subjects portrayed through their physicality, voice, costumes, props and/or acting

**Settings**
explorer the real or imagined environments and situations, and their relationship to characters and ideas

**Points of view**
can perceive and construct stories and ideas from different perspectives

**Composition**
can arrange and sequence images and text to support the purpose of communicating ideas or stories from different points of view using framing, editing and layout

**Time**
extend the experience and construction of time through the ordering, duration and depiction of action, ideas and events

**Space**
understand distance and the depiction of place

**Sound**
can work with loudness, softness
understand ambient noise
can use music for effect

**Movement**
explore the perception and depiction of moving action
### Year 8

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Identify and connect specific features and purposes of media artworks including ideas and ways of presenting ideas.</td>
<td>8.1.1 Conducting a case study of how a novel or other written text journeys as a Hollywood blockbuster film and is then adapted across other media platforms to reach different audiences; for example, television viewers, comic book readers, media toy consumers, games players, social media users; for example, the comic book character Batman, Tolkien’s Lord of the Rings or Rowling’s Harry Potter</td>
</tr>
</tbody>
</table>
| 8.2 Present and distribute media artworks with consideration of ethical and regulatory issue | 8.2.1 Identifying and applying the conventions and layout of web page design to engage and interact with a particular audience  
8.2.2 Distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions, for example create a video of a class trip or other activity for distribution to the classes parents, take account of copyright of added sound and privacy issues |
| 8.3 Manipulate media representations to explore familiar or shared social and cultural values and beliefs | 8.3.1 Manipulating combinations of technical and symbolic elements (composition, time, space, sound, movement, lighting) to represent ideas and feelings in their media artworks, for example, planning and supporting a class musical performance  
8.3.4 Exploring media artworks that provide different ideas and concepts based on points of view and institutional practice, for example, media representation of the 26th of January as Australia Day or Invasion Day depending on viewpoint |
| 8.4 Develop and refine media production skills | 8.4.1 Designing a storyboard that reflects a key scene in a sequence; for angles, transitions, edits, voice and soundtrack  
8.4.2 Creating their own media artworks that fulfil audience expectations because of the way the story is structured, such as working with mood or conflict, character building and resolution, for example, a dance or Eurythmy sequence, dramatic scene, series of photographs or paintings, made into a short film  
8.4.3 Exploring genres such as narrative, non-narrative, experimental and documentary  
8.4.4 Telling a news story in print and for online publishing, discussing the differences in the structure of content, meaning and delivery between the two media |
| 8.5 Wellbeing and media | 8.5.1 Reviewing what is acceptable and unacceptable use of borrowed material in making and publishing media artworks  
8.5.2 Reiterating issues around safety and sensitivity in relation to acceptable and unacceptable use and/or reference to personal and cultural images, information, sounds and texts when making and publishing media artworks on the Internet |
### Examples of knowledge and skills appropriate for students in Media Arts in Year 8

Year 8 students make media and respond to Media Arts: independently, in small groups, as a class or with their teachers, as well as with the wider community. They explore media genre, conventions and they analyse media artworks. They refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they learn to use technologies.

<table>
<thead>
<tr>
<th>Representation and story principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
</tr>
<tr>
<td><strong>Character</strong></td>
</tr>
<tr>
<td><strong>Settings</strong></td>
</tr>
<tr>
<td><strong>Points of view</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>can manage the arrangement, weight and focus of components in images, sounds and texts that are sequenced to communicate ideas and stories, using juxtaposition in framing, audio effects, editing and layout</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore the experience and construction of time through the ordering, duration and depiction of action, ideas and events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore the depiction of place and environment through the relationship between subjects, objects, sounds or text and the surrounding or negative space in a two- or three-dimensional context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>can work with loudness, softness</td>
</tr>
<tr>
<td>understand ambient noise</td>
</tr>
<tr>
<td>can use music for effect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore the perception and depiction of moving action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore intensity and direction of light, shadow and colour for texture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore planning, controlling, editing and producing images, and text or a combination of these using selected media technologies, processes and equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore the ways in which audiences make meaning of different media artworks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutions: individuals, communities and organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore the role and ethical behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues.</td>
</tr>
</tbody>
</table>
Year 8 Achievement Standard

By the end of Year 8:

- Students identify how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They observe how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify the social and ethical responsibility of the makers and users of media artworks.

- Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

Media artworks used to communicate story and meaning, from other times and cultures

Year 7 student work Mediaeval times Main Lesson
Years 9 and 10

Students in Years 9 and 10 build on their previous media learning and are more able to apply critical thinking to Media.

They develop greater skill and maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They maintain ethical practices and consider regulatory issues when using technology. Students use and produce a range of media art to promote and advertise events within the school. These events may include their own visual art displays, speech and drama performances, Eurythmy performances, dance and music performances, short films, as well as school festivals and open days.

Students make media and respond to Media Arts; independently, in small groups, as a class or with their teachers, as well as with the wider community. They explore media genre, conventions and they analyse media artworks. They refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they learn to use technologies.

They draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and from Asia. As they make and respond to media artworks, students explore social, cultural and historical influences of media arts.

Students also learn about media from excursions, for example:
- to other schools to see live performances and open days
- to visual and performing artists studios, workshops and theatres
- to film studios, technology centres, science displays

Photography and image manipulation
## Year 9

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Content Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.1 Create ideas and stories that meet media conventions and genres</strong></td>
<td>9.1.1 Telling a story using digital media, for example, using <em>stop motion</em> to tell a story</td>
</tr>
<tr>
<td><strong>9.2 Plan and design media artworks for a range of purposes</strong></td>
<td>9.2.1 Exploring how lenses, exposure and aperture work in photography and applying this knowledge in different lighting conditions; use to create media artworks</td>
</tr>
<tr>
<td></td>
<td>9.2.2 Working with everyday sounds, creating and editing a soundscape for a specific audience and intention and creating their own Foley tracks to evoke a response in an intended audience, explore the history of Jack Foley’s work at Universal Studios</td>
</tr>
<tr>
<td></td>
<td>9.2.3 Using software to create the layout for a magazine and select which fonts, colours, titles, photographs and articles are to be used, depending on the magazine’s genre, style and audience.</td>
</tr>
<tr>
<td><strong>9.3 Produce and distribute media artworks for a range of school community contexts</strong></td>
<td>9.3.1 Producing media artworks for safe posting on suitable social media sharing sites, taking account of ethical and legal responsibilities</td>
</tr>
<tr>
<td></td>
<td>9.3.2 Producing media artwork within a specified budget and timeline</td>
</tr>
<tr>
<td></td>
<td>9.3.3 Organising and curating a school media arts festival or exhibition</td>
</tr>
</tbody>
</table>

### Examples of knowledge and skills appropriate for students in Media Arts in Year 9

Year 9 students make media and respond to Media Arts independently, in small groups, as a class or with their teachers, as well as with the wider community. They explore media genre, conventions and they analyse media artworks. They refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they learn to use technologies.

Year 9 students:

**Representation and story principles**

**Structure**
develop ideas and story structures through the manipulation of media and genre conventions for a specific audience experience and expectation

**Intent**
construct and communicate ideas, beliefs and values through representations in a personal, social and cultural context for a specific purpose

**Character**
employ the characteristics and motivations of fictional and non-fictional identities portrayed through the manipulation of physicality, voice, costumes and props and using direction, design or actuality

**Settings**
work with the chosen or constructed environment and the impact of that environment on situations and characters

**Genre conventions**
understand the established and accepted system for constructing and deconstructing meaning in a particular form or style
### Examples of knowledge and skills appropriate for students in Media Arts in Year 9

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Points of view</strong></td>
<td>can perceive and construct stories and ideas from an alternative, objective or subjective perspective</td>
</tr>
<tr>
<td><strong>Media conventions</strong></td>
<td>can manipulate techniques within established media forms to create new and hybrid media artworks</td>
</tr>
<tr>
<td><strong>Languages: elements of media arts (technical and symbolic)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>employ the manipulation and combination of the technical and symbolic elements in images, sounds and text to affect audience expectation and experience through the control of production</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>employ the manipulation of the experience and perception of time through the ordering, duration and depiction of actions, ideas and events</td>
</tr>
<tr>
<td><strong>Space</strong></td>
<td>work with the depiction of place and environment through the manipulation of subjects, objects, sounds or text and the surrounding</td>
</tr>
<tr>
<td><strong>Sound</strong></td>
<td>can manipulate sounds, voice, dialogue, music and motifs for impact and effect</td>
</tr>
<tr>
<td><strong>Movement</strong></td>
<td>work with the expression, perception and depiction of moving action and rhythm or design flow for effect</td>
</tr>
<tr>
<td></td>
<td>work with the design of navigation and interaction with images and text</td>
</tr>
<tr>
<td></td>
<td>work with the creation of movement through sound, continuity and rhythm</td>
</tr>
<tr>
<td><strong>Lighting</strong></td>
<td>work with intensity and quality of light, shadow and colour to create surface, perspective, highlighting and atmosphere</td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
<td>can design, manipulate, edit and produce images, sounds and text or a combination of these using selected media technologies, processes and equipment</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>can analyse the ways audiences make meaning and how a range of audiences engage, interact and share different media artworks</td>
</tr>
<tr>
<td><strong>Institutions: individuals, communities and organisations</strong></td>
<td>explore social and cultural contexts, both locally and globally, shaping purpose and processes to produce media artworks</td>
</tr>
<tr>
<td></td>
<td>work with the social and ethical role and behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues in a networked culture.</td>
</tr>
</tbody>
</table>
### Year 10

#### Content Description

| 10.1 Turning media culture on its head | 10.1.1 Exploring cultural, social and environmental issues represented in the media and re-imagining and remixing alternate versions to present a variety of viewpoints
| 10.1.2 Utilising the techniques of ‘culture jamming’ to change the meanings of well-known media artworks such as popular advertisements
| 10.1.3 Experimenting with images, sounds and text to develop representations of current social issues
| 10.1.4 Exploring the communication of cultural and social values in Australian music videos, such as those by Aboriginal and Torres Strait Islander artists.

#### Content Elaborations

| 10.2 Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style | 10.2.1 Using production skills by working collaboratively, for example, working as a group to produce a school flyer for a high school musical production
| 10.2.2 Designing media artworks to communicate with a particular audience, for example, organising technical support for a school bush dance
| 10.2.3 Website design, including keeping the content consistent with the expectations of the end user and with awareness of appropriate internet protocols
| 10.2.4 Use software to create the layout, select which fonts, colours, titles, photographs and articles are to be used

Culture Jamming. This jam was created by Lillian Howard, 2011. Used with permission
<table>
<thead>
<tr>
<th>Content Description</th>
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</thead>
</table>
| 10.3 Explore how technical and symbolic elements are manipulated in media artworks | 10.3.1 Discussing film work they have made and viewed to identify and explain how technical and symbolic elements, such as camera techniques, editing, sound rhythm and visual themes \((mise-enscène)\)  
10.2.3 Comparing the same idea, event or story presented in artworks in different media, explaining how different technical and symbolic elements are used to engage audiences and influence personal perceptions, for example, comparing two media artworks dealing with a current news event  
10.3.4 Deconstructing film or television work that includes representation of Aboriginal and Torres Strait Islander Peoples for example: *Rabbit Proof Fence* or *Ten Canoes* |
| 10.4 Plan and produce media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes | 10.4.1 Selecting footage that has been captured on a camera, editing the footage into a sequence and applying a soundtrack  
10.4.2 Manipulating sound and camera angles to create mood and setting  
10.4.3 Applying image manipulation software to manipulate contrast, correct colour and add filters or text to an image to enhance the mood or strengthen a point of view  
10.4.4 Demonstrating awareness of responsible media practices  
10.4.5 Understanding Aboriginal and Torres Strait Islander cultural protocols for using images of people |
| 10.5 Analyse a range of media artworks artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks | 10.5.1 Media regulation investigate the differences between;  
- government regulation (Australian Classification Board for film, computer games and some publications)  
- self-regulation (Advertising Standards Bureau *self regulates* Australian advertising)  
- little or no regulation (various social media)  
10.5.2 Viral media explore viral media; what are the social and ethical implications of a viral marketing campaign? What are Internet memes?  
10.5.3 Media exposé and challenge challenges to prevailing thought, for example;  
- live theatre productions featuring social commentary  
- TV programs *Foreign Correspondent* or *Four Corners* (ABC)  
- TV program *Living Black* (NITV)  
- TV program *A Current Affair* (Ninemsn)  
- *Crikey* (independent news website based in Melbourne) |
Content Description | Content Elaborations
--- | ---
10.5.4 Media production, identifying a variety of ways in which media can be produced, for example; | • by an individual (a school blog)
• cross-media organisations (TV, radio and print)
• public sector (ABC)
• private sector (Network Ten Pty Ltd)
• multinational organisations (Universal Studios)

Examples of knowledge and skills appropriate for students in Media Arts in Year 10

Year 10 students make media and respond to Media Arts independently, in small groups, as a class or with their teachers, as well as with the wider community. They explore media genre, conventions and they analyse media artworks. They refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they learn to use technologies.

Year 10 students:

**Representation and story principles**

**Structure**
develop ideas and story structures through the manipulation of media and genre conventions for a specific audience experience and expectation

**Intent**
construct and communicate ideas, beliefs and values through representations in a personal, social and cultural context for a specific purpose

**Character**
employ the characteristics and motivations of fictional and non-fictional identities portrayed through the manipulation of physicality, voice, costumes and props and using direction, design or actuality

**Settings**
work with the chosen or constructed environment and the impact of that environment on situations and characters

**Genre conventions**
understand the established and accepted system for constructing and deconstructing meaning in a particular form or style

**Points of view**
can perceive and construct stories and ideas from an alternative, objective or subjective perspective

**Media conventions**
can manipulate techniques within established media forms to create new and hybrid media artworks

**Languages: elements of media arts (technical and symbolic)**

**Composition**
employ the manipulation and combination of the technical and symbolic elements in images, sounds and text to affect audience expectation and experience through the control of production

**Time**
employ the manipulation of the experience and perception of time through the ordering, duration and depiction of actions, ideas and events

**Space**
work with the depiction of place and environment through the manipulation of subjects, objects, sounds
Examples of knowledge and skills appropriate for students in Media Arts in Year 10

or text and the surrounding

Sound
can manipulate sounds, voice, dialogue, music and motifs for impact and effect

Movement
work with the expression, perception and depiction of moving action and rhythm or design flow for effect
work with the design of navigation and interaction with images and text
work with the creation of movement through sound, continuity and rhythm

Lighting
work with intensity and quality of light, shadow and colour to create surface, perspective, highlighting and atmosphere

Technologies
can design, manipulate, edit and produce images, sounds and text or a combination of these using selected media technologies, processes and equipment

Audience
can analyse the ways audiences make meaning and how a range of audiences engage, interact and share different media artworks

Institutions: individuals, communities and organisations
explore social and cultural contexts, both locally and globally, shaping purpose and processes to produce media artworks
work with the social and ethical role and behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues in a networked culture.

Year 10 student videos featured on a school Web-site
Achievement Standard Year 10

By the end of Year 10:

- By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.
- Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

The Shearwater Wearable Arts is an annual live public performance event that is curated by Year 9 & 10 students and staff of Shearwater, The Mullumbimby Steiner School. It is held over a series of four nights and showcases an exquisite range of costumes, designs, music and drama.

Photos used with permission
References


Annotated Bibliography

A fuller Annotated Bibliography is available to Steiner Education Australia member schools on the Membership area of the SEA web-site.